

# **AMGT 602**

## **Seminar in Arts Management**

### **SPRING 2012**

**Professor: Karalee Dawn / kdawn@gmu.edu**

**Arlington: Founders Hall (Room 479) / Fridays 4:30– 7:10 pm**

**Office Hours: Fridays from 2-4PM & By Appointment in Arlington**

This course provides an introduction to management issues in the arts. Our objective in this course is to identify key management functions, and to consider how management functions are best fulfilled in the arts, given what is particular about arts enterprises. The course is primarily focused on the nonprofit sector, although we will discuss how the management of nonprofit, for-profit and public arts enterprises may differ.

Students taking this course will gain comprehensive knowledge of the key organizational structures that enable nonprofit arts organizations to function. They will also engage in-depth with the conceptual frameworks that ground nonprofit activity and gain a nuanced understanding of the ways in which the arts relate to the nonprofit sector in the United States. In writing an organizational Profile and a final Case Study, students will exercise research, analytical and problem-solving skills as well as achieving expert knowledge of one arts organization.

**Readings:** The following are required texts:

- **William J. Byrnes, *Management and the Arts* (Fourth Edition)**  
ISBN-13: 978-0240810041
- **Katherine Chen, *Enabling Creative Chaos***  
ISBN-13: 978-0226102382
- **Peter F. Drucker, *The Essential Drucker***  
ISBN-13: 978-0061345012
- **Peter F. Drucker, *The Five Most Important Questions You Will Ever Ask About Your Organization* (J-B Leader to Leader Institute/PF Drucker Foundation)**  
ISBN-13: 978-0470227565
- **Keith Ferrazzi, *Never Eat Alone: and Other Secrets to Success, One Relationship at a Time***  
ISBN-13: 978-0385512053
- **Malcolm Gladwell, *Outliers: The Story of Success***  
ISBN-13: 978-0316017930

**Recommended Online Resources:**

- ☐ Americans for the Arts: <http://www.artsusa.org/>
- ☐ GuideStar: <http://www2.guidestar.org/>
- ☐ National Endowment for the Arts: <http://www.nea.gov/>
- ☐ BoardSource: <http://www.boardsource.org/>
- ☐ Foundation Center: <http://foundationcenter.org/>

□ Cultural Alliance of Greater Washington: <http://www.cultural-allia>

*“Organization doesn't really accomplish anything. Plans don't accomplish anything, either. Theories of management don't much matter. Endeavors succeed or fail because of the people involved. Only by attracting the best people will you accomplish great deeds.” --Colin Powell*

## **CLASS SCHEDULE OF READINGS & ASSIGNMENTS**

**(Subject to Change Due to the Needs of the Students and the Guest Lecture Schedule)**

**PLEASE NOTE: READINGS ARE DUE THE DAY THAT THEY ARE LISTED**

### **WEEK 1 – JANUARY 27 - INTERNSHIPS**

**Guest Lecturer TBD**

*Please begin reading the assignments for this course*

### **WEEK 2 – FEBRUARY 3 – INTRODUCTION TO THE COURSE**

In Class Assignment: Job Experience Review

### **WEEK 3 – FEBRUARY 10 – WHAT IS MANAGEMENT & LEADERSHIP**

Reading: Malcolm Gladwell, *Outliers*

### **WEEK 4 – FEBRUARY 17– SOME BASICS OF MANAGEMENT / ORGANIZATIONAL STRUCTURES**

Reading:  
*The Essential Drucker*

### **WEEK 5 – FEBRUARY 24 – MANAGEMENT & THE ARTS**

Reading:  
Byrnes, *Management and the Arts*  
Chapters 1-4

### **WEEK 6 – MARCH 2– PLANNING & DECISION MAKING**

Reading:  
Byrnes, *Management and the Arts*  
Chapters 5,6 & 8

Drucker, *The Five Most Important Questions You Will Ever Ask About Your Organization*

## **WEEK 7 – MARCH 9 – MISSION AND PLANNING**

Readings:

*The Pillars of Planning: Mission, Values, Vision* by Don Adams at:

<http://www.nea.gov/resources/Lessons/ADAMS.HTML>

*Cruising Turbulence: Managing Conflict in the Arts Strategic Planning Process* by Nancy Angelo, Ph.D. available at

<http://www.nea.gov/resources/Lessons/ANGELO.html>

Chapter 2 - "Mission, Vision, and Strategy" in *Performing Arts Management: A Handbook of Professional Practices* by Tobie Stein & Jessica Bathhurst (PAM- Handout)

## **ORGANIZATIONAL PROFILE DUE**

## **WEEK 8 – MARCH 16 – SPRING BREAK**

**NO CLASS**

## **WEEK 9 – MARCH 23– BALANCING MANAGEMENT AND CREATIVITY**

Reading:

Chen, *Enabling Creative Chaos*

## **WEEK 10 – MARCH 30- STAFFING & PROFESSIONAL DEVELOPMENT**

Readings:

"*Staffing for Success: Gallery Owners and Directors Share Their Insights on Hiring, Training and Professional Development*" by Joe Jancsurak, *Art Business News* (Aug 2005). Available at:

<http://artbusinessnews.com/2005/08/01/staffing-for-success/>

Ferrazzi, *Never Eat Alone: and Other Secrets to Success, One Relationship at a Time*

## **CASE STUDIES IN ARTS MANAGEMENT**

## **WEEK 11 – APRIL 6 – DISCUSS PANEL TOPICS**

## **CASE STUDY DUE/ PANELS DECIDED**

## **WEEK 12 – APRIL 13 – CASE STUDY PANEL ORGANIZATION DAY**

## **WEEK 13 – APRIL 20 – STUDENT PRESENTATIONS**

## **WEEK 14 – APRIL 27 – STUDENT PRESENTATIONS**

**WEEK 15 – MAY 4 – STUDENT PRESENTATIONS**

**WEEK 16 – MAY 11 - STUDENT PRESENTATIONS**

***Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes. - -Peter Drucker***

**COURSE REQUIREMENTS:**

1. Attend class.
2. Participate actively in class.
3. Read carefully and discuss thoughtfully all assigned materials.
4. Identify, research and profile an arts organization for final Case Study.

**THE PROFILE SHOULD BE 10 PAGES (DOUBLE SPACED).**

The completed profile should include descriptions of the organization's:

- History;
- mission;
- governance structure;
- management structure;
- programming;
- finances – revenue, assets, sources of income;
- audiences;
- membership;
- workforce;
- relations with community;
- major partnerships;
- strategic plans

Your research should include:

- materials available on the internet (e.g. IRS Form 990s, newspaper articles, websites);
  - interviews, and
  - materials provided to you by the organization you are profiling.
5. Write up final Case Study. The Final Case study should analyze ONE challenge that was met by the organization you profiled. (Please see below for a list of possible case study subjects).

**THE FINAL CASE STUDY SHOULD BE 10 PAGES**

**(Double spaced – 12 point Times New Roman font with 1” margins)**

The Case Study should:

- Clearly explain the nature of the challenge the organization faced;
  - Explain how the organization met this challenge;
  - Analyze how the organization’s profile influenced the ways in which the challenge was met;
  - Discuss strengths and weaknesses of the ways in which the challenge was met;
  - Suggest alternative or future courses of action that the organization might take to meet this challenge.
6. Present final Case Study. Students will work in groups to organize presentations of final Case Studies into programmed sessions. Sessions should be coordinated so that a common theme or message is conveyed by the individual presentations.

Examples of Case Study topics:

1. Increasing staff diversity
2. Encouraging professional development in lateral employment situations
3. Building and developing a Volunteer Corp for essential organization functions
4. Addressing discrimination as an organization
5. Understanding organizational strengths and weaknesses
6. Evaluating the success of a strategic plan
7. Networking an organization
8. Partnerships
9. Founder syndrome
10. Artistic Director/Managing Director relations
11. Succession
12. Rethinking Mission
13. Developing new programming/eliminating programming
14. Government relations and advocacy

**PLEASE NOTE THAT YOU CAN NOT USE THE FOLLOWING ORGANIZATIONS:**

**Woolly Mammoth Theatre Company**  
**Shakespeare Theatre Company**  
**Signature Theatre Company**  
**The Lorton Arts Foundation/ Workhouse Arts Center**  
**Torpedo Factory**  
**The Phillips Collection**  
**The Textile Museum**

## **CLASS POLICIES:**

**Electronic devices:** Please turn your cell phone ringer off at the beginning of class. As a matter of courtesy to your professor and classmates, cell phones, text and email may only be used during formal breaks in the class session.

**Absence:** Please inform Professor Dawn of the reason for any absence. One absence will be excused. Each additional absence will result in a **10 point drop** in grade for the attendance/participation/discussion portion of your final grade.

More than two absences of class during the semester will result in a reduction of 1/3 in your Final Grade for the Course – (A to A-; A- to B+, etc.)

**Late papers:** Each day that an assignment is late, it will drop one grade (A to A-; A- to B+, etc). Extensions will be given on a case-by-case basis, only at the instructor’s discretion, and are not to be discussed with other members of the class or program.

## **EVALUATION**

|  |            |
|--|------------|
| Class attendance, participation and discussion of assigned readings: | 100 points |
| Organization profile:  | 100 points |
| Write-up of Final Case Study:  | 100 points |
| Presentation of Final Case Study:                                    | 100 points |

## **FINAL GRADES**

|    |           |
|----|-----------|
| A  | 400 - 395 |
| A- | 394 - 390 |
| B+ | 389 - 385 |
| B  | 384 - 380 |
| B- | 379 - 375 |

## **WRITTEN ASSIGNMENT POLICIES**

All written assignments are due at the beginning of the class period.

### **All written assignments:**

- **Must be typed in 12 point Times New Roman font, double-spaced, with 1” inch margins.**
- Must have your name **footnoted** on the each page with page numbers.
- **MUST BE STAPLED**
- Must contain proper citations according to Turabian’s *A Manual for Writer’s...*
- Make sure you spell-check and proofread.
- **Plagiarism will not be tolerated.** You are expected to be familiar with and follow the University’s policy of academic integrity. Please credit all sources and people that have been involved in your work.

## **GMU POLICIES:**

Once final grades have been recorded faculty are not to accept any work to change a grade. Grade changes can only be approved when they are due to a calculation or recording error on the part of the faculty.

An incomplete grade (IN) should be used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes. Some students may prefer a C to an IN, and faculty shouldn't assume that the student wants an IN rather than a grade or that it is in the student's best interest to get an IN.

In addition, faculty may assign an IN only if the student has a very limited amount of work to complete and there is a non academic reason they can't do so within the semester and if, in their best judgment, the student actually stands a good chance of passing the course by finishing the work satisfactorily. Typical situations for giving incompletes involve a final exam (missed due to illness) or a final paper (not completed because of a family emergency). Faculty are not to assign incompletes if the student has missed a substantial portion of the work of the semester and wants extra time to do it; Faculty are not to assign incompletes to give a student time to improve on work already completed.

Faculty are not to agree to give incompletes unless they will be available to grade the work and submit a grade by the official due date. If the faculty will be going on leave or leaving George Mason, this might not be possible. Faculty may set an earlier due date for the unfinished work; it is best to have in writing a description of the work that is outstanding and the date by which it is due. Faculty are not ever obligated to give an IN. [for the purpose of this semester-I do not intend to be elsewhere and therefore will be able to follow through on any IN grade awarded.]

Federal law (a law known as FERPA) requires us to protect the privacy of student information. Faculty should not speak about a student's record with anyone other than the student. The record includes how a student is doing in a course, whether a student has attended class, information about performance or grades, whether a paper has been turned in, etc. This prohibition includes parents, siblings, spouses, anyone. If faculty have questions about whether to respond to an inquiry about a student, please refer them to Linda Miller, Associate Dean, Academic Affairs.

According to the University catalog, all students and faculty are to use their **GMU.EDU** email address. Some commercial email addresses may be filtered out of the **GMU.EDU** system. No official information can be sent to students unless on the Mason email system.

**Disability:** If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office. The need for accommodations should be identified at the beginning of the semester and that the specific accommodation has to be arranged through the Office of Disability Resources. Faculty are not to provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

**The GMU Honor Code:** <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>

*Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have*

*set forth this honor code:* Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

GMU student information and resources: <http://www.gmu.edu/mlstudents/>

No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else's words or ideas without giving them credit is *plagiarism*, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, *A Writer's Reference*.) The exception to this rule is information termed *general knowledge*—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, "When in doubt, cite."

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

**University and Departmental Policies:** Each student is responsible for knowing Mason's rules, regulations, requirements, and academic policies. This catalog is the normal repository of policy statements but corrections, changes, or interpretations can be promulgated by other means, including electronic publication. When the university or one of its academic units makes changes in course requirements, grading procedures, or the level of qualitative performance expected of its students for acceptance into particular programs, academic standing, or graduation, the changes apply to all students enrolled at the time of implementation of the change and thereafter.

**Official Communication with Students** Web: [www.gmu.edu/email](http://www.gmu.edu/email). Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and faculty feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

**Please sign up for the Mason Alert System** by visiting the website <https://alert.gmu.edu>. An emergency poster exists in each classroom explaining what to do in the event of crises and further information about emergency procedures exists on <http://www.gmu.edu/service/cert> .

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